

**THE TURN – TAKING SYSTEM USED IN *TODAY'S*  
*DIALOGUE* BROADCAST ON METRO TV MARCH 8<sup>th</sup> 2011**

**A THESIS**

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**PRONOUNCEMENT**

The writer honestly confirms that she compiles this thesis by herself and without taking any results from other researchers in S-1, S-2, S-3 and in diploma degree of any university. The writer ascertains also that she does not quote any material from other publications or someone's paper except from the references mentioned.

Semarang, July 2011

Indri Manisha

**MOTTO AND DEDICATION**

Tuhan tidak pernah menciptakan sampah.  
Semuanya selalu berharga,  
Dan akan selalu berharga.  
(Ust. Yusuf Mansur)

This paper is dedicated to  
My beloved parents, Bpk Suharmoko and Ibu Siti Amanah  
And to everyone who helped me accomplished this paper.  
“Thank you for supporting me”

## **APPROVAL**

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## **VALIDATION**

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The writer realizes that this thesis is still far from perfection. Therefore, she will be glad to receive any constructive criticism and recommendation to make this thesis better.

Semarang, July 2011

The writer

## **ABSTRAK**

Suatu percakapan berjalan dengan teratur karena adanya suatu sistem yang mengatur giliran berbicara setiap pembicara. Ketika seseorang berbicara, maka peserta yang lain di dalam percakapan akan diam dan memperhatikan si pembicara. Dan sistem ini dikenal sebagai sistem alih wicara. Namun, percakapan dalam sebuah wawancara berbeda dengan percakapan sehari – hari yang sering dilakukan. Ada beberapa karakteristik yang membedakan kedua percakapan tersebut. Dalam sebuah wawancara, pewawancara memiliki hak untuk mengatur pergantian giliran berbicara agar percakapan yang berlangsung dapat berjalan dengan lancar. Akan tetapi, ada

berbagai fenomena lain yang seringkali membuat suatu percakapan tidak berjalan dengan lancar. Dan hal ini membuat penulis tertarik untuk menganalisis sistem alih wicara ini.

Dalam skripsi ini, penulis bertujuan untuk menganalisis pergantian giliran berbicara yang digunakan oleh para peserta dalam sebuah wawancara di televisi. Program televisi ini bernama *Today's Dialogue* yang disiarkan setiap Selasa di Metro TV. Penulis menggunakan data rekaman dari program *Today's Dialogue* yang ditayangkan pada tanggal 8 Maret 2011 sebagai sample. Data yang diambil dari rekaman program tersebut diubah dalam bentuk transkrip yang dibuat oleh penulis setelah menyimak acara tersebut. Selain itu, metode deskriptif digunakan penulis dalam menganalisis data.

Hasil data menunjukkan bahwa giliran berbicara antara para peserta dalam program tersebut berlangsung dengan dua teknik. Yang pertama si pembicara memilih pembicara lain untuk mengambil giliran berbicara selanjutnya. Kemudian yang kedua, pembicara memilih dirinya sendiri untuk mengambil giliran. Sedangkan teknik ketiga, yaitu pembicara melanjutkan giliran berbicara itu sendiri tidak muncul dalam program ini. Dalam penelitian ini penulis banyak menemukan teknik memilih pembicara lain untuk mengambil giliran berbicara selanjutnya sebagai teknik yang sering digunakan di dalam program *Today's Dialogue*. Selain itu, ada beberapa strategi yang digunakan oleh pewawancara sebagai teknik untuk mengatur giliran berbicara antara para peserta dalam program tersebut. Strategi tersebut diantaranya *addressing question*, *interruption*, *overlap*, *backchannel*, dan pasangan berdampingan. Dengan teknik tersebut, pewawancara juga dapat mempertahankan haknya untuk mengatur jalannya acara agar dapat berlangsung dengan lancar.

## CHAPTER I INTRODUCTION

### A. Background of the Problem

Talk is principally interactive in nature and usually it involves two or more participants. In this interactive activity, language has a function as a verbal instrument to deliver the message. The interactive activity is usually called conversation. It means that each participant has the same turn to speak and this chance in speaking turns orderly. There are some rules in conducting the conversation which is called turn – taking system and this system influences all the verbal communication.

Television interview, as one of the examples of verbal communication, is an ‘institutional’ interaction. According to Drew and Heritage ‘institutional’ interaction generally involves a decrease in the range of interactional practices arranged by the participants, “restriction” in the contexts they can be arranged with, and it regularly involves some “specialization and respecification of the interactional relevance of the practice that remain” (in Sanders and Fitch, 2004: 109). Interviews are quite distinct communicative events that are defined by a number of characteristics such as the unequal distribution of turn types and the strict allocation of the participants’ right and obligations. They are initiated and ended by the host alone as opposed to daily conversation where participants

have more freedom. The one who has the right to introduce a new topic or to maintain the present one is the host. Similar to all 'institutional' interaction, interviews are goal – oriented task where the interviewer or host interviews experts on behalf of a wider audience.

The writer decides to choose *Today's Dialogue* as the main data of this research. This program broadcasts once a week on Tuesday on Metro TV at 9.30 p.m to 10.30 p.m. It is hosted by an interviewer and some interviewees.

The conversation in the interview is also governed with the turn – taking system. Each participant has the right to take the turn of speaking during the conversation. Because of the writer's curiosity, she is interested in finding out how the turn is accepted, held, and abandoned among the speakers.

Furthermore, as the writer said before that in case on interview only one participant (the interviewer) has the right to ask questions and the other participants (the interviewees) have the obligation to answer the questions or to provide information. The writer wants to know what kinds of strategies of turn - taking used by the interviewer to manage her turn to get information from the interviewees and to carry on smooth interview.

The writer will only analyze the *Today's Dialogue* that is broadcast on Metro TV 8<sup>th</sup> March 2011. In this edition, the program is hosted by Kania Sutisnawinata as the interviewer and five guests as the interviewees, they are Mahfudz Sidiq, Ikrar Nusa Bakti, Syarifudin Hasan, Priyo Budi Santoso, and Ahmad Muzani. The topic of this edition is about the reshuffle of a cabinet in Indonesian government.

## **B. Research Question**

According to the explanation above, there are some questions for this research:

1. What types of the turn – taking system occurred in *Today's Dialogue*?
2. What kinds of strategy of turn – taking used by the interviewer to manage her turn in *Today's Dialogue*?

## **C. Purpose of the Study**

The writer has some purposes for this research, they are:

1. To explain the types of the turn – taking system which is used in *Today's Dialogue*.
2. To explain kinds of strategy of turn – taking used by the interviewer to manage her turn in *Today's Dialogue*.

## **D. Previous Study**

There is a study that discusses the turn – taking system that is written by Citra Karnia Dewi (2009). She discusses *The Turn – Taking System of Berkah Obrolan Sahur Ramadhan September 24<sup>th</sup> Edition in Suara Sakti F. M. Semarang*. She analyzes the turn – taking system used among participants in a radio talkshow. She writes that the turn – allocation techniques occurred during the talkshow are: a current speaker selects next speaker, current speaker does self – select technique, and the last is a current speaker continues the turn. Besides, there are several techniques which occur during the talk show such as gap, overlap, backchannel, adjacency pairs, and speech act. In addition, the topic shift also occurs throughout the talkshow. It is because during the talkshow the audiences are invited to ask questions; and give opinion or suggestion via phone or SMS.

Different from the previous study, in this research, the writer not only focuses on how the

turn – taking is used and what kinds of phenomena that occurred in *Today's Dialogue* but also how the interviewer manages her turn – taking system in order to get information from the interviewees and to run the interview smoothly.

## **E. Writing Outline**

Chapter I	Introduction This chapter presents background of the problem, research question, purposes of the study, previous study, and writing outline.
Chapter II	Literary Review This chapter deals with the main and supporting theories. There are also some definitions that are relevant to the main analysis of this research.
Chapter III	Research Methodology In this chapter, the writer describes types of the research, method in collecting data and analyzing data. The writer also explains the population and sample.
Chapter IV	Data Analysis In this chapter, the writer analyzes the data in order to achieve the aim of the research. The analysis data includes turn allocation unit, overlap, interruption, silence, backchannel, and adjacency pairs.
Chapter V	Conclusion The last chapter provides the conclusion and the suggestion of the discussion.

## **CHAPTER II LITERARY REVIEW**

In this chapter, the writer describes some theories in connection with turn-taking system as the main

analysis. The theories deal with: (A) conversational analysis, and institutional interaction; (B) turn-taking system; (C) overlap; (D) interruption; (E) backchannel; and (F) adjacency pairs.

### **A. Conversational Analysis and Institutional Interaction**

Conversation analysis is a field of study dealing with the speakers' norms, practices and competences underlying the organization of social interaction. It is concerned with all forms of spoken interaction including not only everyday conversations between friends and acquaintances, but also interactions in medical, educational, mass media, etc.

Most early work on conversation analysis focused on ordinary conversations – interactions that are not confined to specialized settings or to the execution of particular task. Schegloff explains that, wedding ceremony, news interview, doing counseling, medical visit, etc. are not ordinary conversation, though they adapt practices of talk and action from ordinary conversation and press them into service in this more specialized and restricted speech setting (in Sanders and Fitch, 2004: 104). On the other hand, according to Drew and Heritage, the studies of institutional interaction focus on more restricted environments in which the goal of the participants are more limited, there are often restrictions of interactional contribution, and talk is understood in term of institution (in Sanders and Fitch, 2004: 104).

According to Drew and Heritage (in Sanders and Fitch, 2004: 106), there are three basic elements of institutional interaction:

1. The interaction normally involves the participants in a specific goal orientation tied to their institutional identities.
2. The interaction involves special constraints on contribution.
3. The interaction involves special inferences listed previously.

### **B. Turn-taking System**

In daily conversation, we obtain a fundamental interaction that we use most. The pattern of interaction is usually: “I speak – you speak – I speak – you speak”, that becomes the basic structure of the talk.

#### **1. Turn**

The term ‘interaction’ could be associated with a very large number of different social encounters. For example, a teacher talking to students in the classroom, or a buyer bargaining in the market, etc. in which there is interpersonal exchange of talk.

In a conversation, each participant has the same right to speak and Yule defines it as turn (1996:72).

#### **2. Turn – Taking**

It is obvious that turn-taking is a basic form of organization in conversations: “one participant, A, talks, stops; another, B, starts, talks, stops; and so we obtain an A-B-A-B-A-B distribution of talk across two participants” (Levinson, 1983:297). There is only one participant speaks at any given moment while the others should listen and wait for their turn. In the verbal interaction, we cannot predict the turn because each participant has the same right and there is also no limitation to the length of a turn.

#### **3. Transition Relevance Place (TRP)**



In a conversation, a speaker cannot take the turn of speaking anytime he wants. There is a place where the speaker's transition becomes relevant. According to Yule, "any possible change of turn point [in an interaction] is called a transition relevance place" (1996:72).

#### 4. Turn – Taking Rule

In practicing the turn-taking system, a speaker cannot do it as he wants because there are some rules such as how a speaker takes turn, keeps the turn, or gives it away. But in general, a conversation has the turn-taking distribution: A – B – A – B. On distribution, Levinson explained that when there is a participant (A) speaks, the other (B) should attend and wait for the turn of speaking. Usually the opportunity to speak occurs when the current speaker (A) ends his turn. This distribution continually happens until the end of the conversation.

As stated by Sacks, *et al.* (1974: 702-3) turn-taking system can be described in terms of two components and a set of rules.

##### a. The two components:

- 1) *Turn-Constructional component; there are various unit-types in which speaker may construct a turn. Unit-types include sentential, clausal, phrasal, and lexical construction;*
- 2) *Turn-Allocation Component; turn-allocational techniques are distributed into two groups: (a) those in which next turn is allocated by current speaker's selecting next speaker; and (b) those in which a next turn is allocated by self-selection (Sacks, et.al., 1974: 702-3).*

##### b. A set of rules. A basic set of rules which governs turn construction.

- 1) Rule 1 which applies initially at the first Transition Relevance Place.
  - a) If current speaker selects next speaker in current turn, then the party that has been selected has the right and is obliged to take next turn to speak; and transfer occurs at that place.
  - b) If current speaker does not select next speaker, then the other participants may gain their right to take the next turn; first starter get rights to the next turn, and transfer occurs at that place.
  - c) If current speaker does not select next speaker and none of other participants self-select, then current speaker may (but need not) continue his turn.

Sacks, *et al.* (1974: 704)

##### 2) Rule 2 which applies at all subsequent Transition Relevance Places.

"When Rule 1(c) has been applied by current speaker, then at the next TRP Rules 1 (a) – (c) apply, and recursively at the next TRP, until speaker change is affected" (Levinson, 1983: 208).

Furthermore, Levinson also explained that there are many ways for selecting next speaker, such as: "a question plus an address term, a tagged assertion plus an address feature, and the various hearing and understanding checks" (Levinson, 1983:208).

### C. Overlap

Overlap occurs when there are two or more participants taking the turn of speaking at the same time and accidentally the message cannot be delivered well. Schegloff (2000: 4-6) divided instances of overlapping talk into two types; they are "problematic" or competitive

overlap and “unproblematic” or non-competitive overlap. “Problematic” or competitive overlap refers to instances of simultaneous talk which occurs before the current speaker reached a possible completion in his/her turn and it has a purpose to take or challenge the turn of the current speaker. On the other hand, “unproblematic” or non-competitive overlap refers to instances of simultaneous talk that are not aimed at taking the floor from the current speaker or to compete for it.

In Schegloff’s (2000: 4-6) view, there are four types of overlapping talk that are non-competitive overlap. The first is “terminal overlaps”. According to Schegloff (2000: 5), “terminal overlaps” occur in situation where the next speaker predicts that the current speaker is to finish his/her turn soon, therefore, the next speaker starts talking simultaneously with him/her.

The second type is “continuers” (Schegloff, 2000: 5). Schegloff considers interpolations such as *uh huh* and *mm hm* to be part of this category. According to him, by using “continuers”, other participants understand that current speaker holds the floor and has not completed his/her turn yet.

The third type is “conditional access to the turn” (Schegloff, 2000: 5-6). These are cases in which the current speaker of a non-possible completion point “yields to another or invites another to speak in his turn’s space, conditional on the other’s use of that opportunity to further the initial speaker’s undertaking” (Schegloff, 2005: 5). For example, the next speaker may be invited to help the current speaker to find out a word that she/he cannot retrieve; the current speaker initiates an utterance and provides the next speaker with the correct word for completion.

The last type of non-competitive overlap refers to as “chordal” or “choral” in character (Schegloff, 2000: 6). Schegloff specifies that instances of this kind of overlapping talk and activity are treated by interactional participants to be done at the same time, rather than one after the other. According to him, laughter, collective greeting, leave-takings, and congratulation in response to announcements of personal good news are examples of this kind of activity.

Besides Schegloff, Jefferson has made quite a few interesting observations concerning different types of simultaneous talk. She identifies three major overlap onset types (in D’Urso and Leonardi, 1984:12). The first is “transitional onset” in which the next speaker starts talking at a possible completion of the ongoing turn while the current speaker decides to continue his/her turn (in D’Urso and Leonardi, 1984: 12).

The second type is “recognition overlap”. In turn, it refers to instances of overlapping talk in which a next speaker recognizes how the current speaker is to finish his/her turn and starts talking before the current speaker has had a chance to finish his/her undertaking (in D’Urso and Leonardi, 1984: 12).

Jefferson’s last overlap onset types (in D’Urso nad Leonardi, 1984:12), is “progressional overlap”. It occurs when there is some “disfluency”, such as silence, “silence fillers” (e.g. *uh*) or stuttering, in the ongoing turn. When a next speaker realizes that there is a problem in the progression of the ongoing utterance, she/he may start talking in order to make the conversation run smoothly.

#### **D. Interruption**

Interruption occurs at the non-transition relevance place. Before the relevant point of the speaker change is reached, the next speaker starts their turn. Speaker change at this point is recognized as an interruption. There are two kinds of interruption; they are intrusive interruption and collaborative interruption (Sirisai, 2007: 119).

“Intrusive interruption occurs at the point right before the current speaker has completed the turn and the next speaker makes the floor-taking speaker change” (Sirisai, 2007: 119). On the other hand, collaborative interruption occurs before the current speaker reached a possible completion in

his/her turn and the next speaker starts talking simultaneously in order to help the current speaker makes inference or adds more information about what was said.

### E. Backchannel

During the conversation, the current speaker must expect that the other participants are still attending to him. To indicate that they pay attention to the speaker, they can show in some different ways, such as: head nods, smile, gesture, gaze, facial expression or vocal indication of attention (e.g. 'uh – uh', 'yeah', 'mmm'). To understand it more clearly let us see the following example:

Caller : if you use your long distance service a lot then you'll  
Mary : uh – uh  
Caller : Be interested in the discount I'm talking about because  
Mary : yeah  
Caller : It only can save you money to switch to a cheaper service  
Mary : mmm

(Yule, 1996: 75)

These types of signal ('uh – uh', 'yeah', 'mmm') are used by the next speaker to provide the current speaker with feedback to inform that the message is being received. While another participant (Mary) is listening and not objecting to what the current speaker is saying.

### F. Adjacency Pair

In everyday interaction, there are many automatic patterns in the structure of conversation. These automatic sequences are called adjacency pairs—"the kind of paired utterances of which question—answer, greeting—greeting, offer—acceptance, etc." (Levinson, 1983: 303). These are interrelated with the turn-taking system as techniques for selecting a next speaker.

According to Schegloff and Sacks (in Levinson, 1983: 303), adjacency pairs are sequences of two utterances that are:

1. Contiguous.
2. Made by no identical participant.
3. Consist of a first part and a second part.
4. Typed, so that a particular first part requires a particular second part.

There is also a rule that governs the use of adjacency pairs, namely: "having produced a first part of some pairs, current speaker must stop speaking, and the next speaker must produce at that point a second part to the same pair" (Levinson, 1983: 304).

But in the real conversation, adjacency pairs are not always used in the strict rule. Not all first part immediately is followed by the second part. Sometimes it is punctuated by another utterance which is not suitable with the pairs. For example, a question from the current speaker is followed by another question by the next speaker. The sequence will then take the form of "Q1 – Q2 – A2 – A1", with the middle pair (Q2 – A2) which is called an insertion sequence (Yule, 1996: 77).

A : May I have a bottle of Mich? (Q1 = Request)

B : Are you twenty one? (Q2)

A : No (A2)

B : No (A1 = Acceptance)

(Levinson, 1983: 304)

From the example above, there is a pair of request—accept sequence (Q1 – A1), with an insertion sequence of question – answer (Q2 – A2) which seems to function as a condition on the acceptance (A1). The reason for the delay in acceptance in the example above is that B needs some explanation or additional information from A which is related to the rule of alcohol selling.

Sometimes the sequence of adjacency pairs is not suitable to the basic rule, because there is a space between the first part and the second part. The space usually consists of “an interactional interlude or time out” (Levinson, 1983: 304).

- 1) B : U:hm (.) what's the price now eh with V.A.T.  
do you know eh (Q1)
- 2) A : Er I'll just work that out for you= (Hold)
- (10) B : =thanks (Accept)
- (10.0)
- (11) A : Three pounds nineteen a tube sir (A1)
- (Levinson, 1983: 304)

The sequence of the fragment should be (8) and (11) that are question and answer, while (9) and (10) are hold and accept. But before answering the question, A asks a time to check the price. Meanwhile technically, error that could happen in the conversation can make the adjacency pairs not run well, for instance, in the telephone distribution conversation. If there is one of the participants cannot accept the conversation clearly because of the noise, he will probably say *hello* (*summons*) then answer by another *hello* (*summons*) too, so that the relation of speaking could be fixed and there will be another adjacency pairs.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer explains types of research, source of data and some methods which are used in this research such as method of collecting data and method of analyzing data. Moreover the writer also describes the population, sample, and transcript notation. Then she deals with how the data is analyzed in this research.

#### **A. Types of Research**

In this research, the writer describe the types of the turn – taking system that occurred in *Today's Dialogue* and kinds of strategy used by the interviewer to manage her turn in the program, such as addressing question, overlapping, interrupting, doing backchannel, and making adjacency pairs. Therefore, the descriptive qualitative method is used in this research.

#### **B. Source of Data**

The writer decides to choose *Today's Dialogue* that broadcast on Metro TV March 8<sup>th</sup> 2011 as the main data of this research. Due to the writer's constraints, it is impossible for her to examine the whole utterances in the *Today's Dialogue* program. Therefore, the writer selected some samples to be used as the data in this research.

The total utterances in the *Today's Dialogue* program are the population of this research, but the writer used the purposive sampling which means she chose the sample based on the certain characteristics which reflect the main character of the population (Jauhari, 2010: 42).

#### **C. Method of collecting data**

The outline method that is used in collecting the data is *simak* method. The writer only pays her attention to the interview without any participation. This method starts from observation to *simak bebas libat cakap* technique, the record technique and ends up with note taking.

##### **1. Simak Bebas Libat Cakap (SBLC) Technique**

In collecting the data, the writer does not participate in the conversation process. This technique is called *simak bebas libat cakap* (Sudaryanto, 1993: 134) which means that the writer does not involve in the interview. The writer only hears and pays her attention to what the speakers in the interview say.

##### **2. Record Technique**

The next technique is recording, and it is used at the same time as the SBLC technique in order to get significant data (Sudaryanto, 1993: 135). This technique is used when the writer was listening to the television interview. With certain tool she was also recording the interview to get the significant data.

### 3. Note Taking

After the writer paid her attention and recorded the interview, she took notes on the discourse phenomena that occurred in the “Today’s Dialogue” program then she continued to classify the phenomena (Sudaryanto. 1993: 135). In classifying the phenomena, the writer listed some findings, such as: turn allocation unit, overlap, interruption, silence, backchannel, and adjacency pairs.

### 4. Transcript Notation

After the writer collected all the data, she continued transcribing the data to make some transcript notations. In presenting the transcript, the writer used some symbols and other forms devised by Gail Jefferson (in Lerner, 2004: 24-31).

- a. “ // ” double obliques indicate the point at which one speaker is overlapped or interrupted by the talk of another.

Example:

[IR]: interviewer [Ikrar]: interviewee

Ikrar : ini adalah challenge bagi mereka ya untuk kemudian bias berpengalaman dalam kabinet tapi lagi-lagi kalau kemudian kursi:// <  
IR : //pks^ atau gerindra yang Anda maksud?

- b. “ [ “ a left bracket indicates the point of overlap onset.

Example:

[IR]: interviewer [Syarief]: interviewee

IR : tapi kalau kita bicara mengenai evaluasi [evaluasi begitu ya^  
Syarief : [nah kalau itu kita

- c. “ = “ equal signs indicate no break or gap.

Example:

[IR]: interviewer [Ikrar]: interviewee

Ikrar : misalnya kursi itu tetap^ tapi orang dari pksnya diganti=  
IR : =bisa saja seperti itu ya

- d. “ (0.0) “ numbers in parentheses indicate elapsed time by tenths of seconds.

Example:

[IR]: interviewer [Ikrar]: interviewee

IR : dari pembicaraan yang akan terjadi^ antara pak sby dengan ustadz hilmi apabila memang .hhh besok ee- akan terealisasi?

Ikrar : ya kalau saya lihat ya (.) pastinya ustadx hilmi akan memperingat- ee- akan mengingatkan (0.1) kembali (.) kepada presiden sby

- e. “(.)” a dot in parentheses indicates a brief interval within or between utterances.

Example:

[IR]: interviewer

[Mahfud]: interviewee

IR : terima kasih telah bergabung bersama kami (.) nanti kemudian (.) juga akan bergabung ada perwakilan dari demokrat ee- dari gerindra juga dan juga Golkar mereka masih dalam perjalanan .hhh mudah mudahan bisa cepat bergabu(h)ng dengan kami (.) saya akan ke:: pak Mahfud terlebih dahulu (.) pak Mahfud sampai saat ini belum ada ya^ pembicaraan antara pak sby dengan ustadz hilmiv?

Mahfud : sampai mala mini belum (.) ya:: dan:: kami akan tetap menunggu

- f. “::” colons indicates that the immediately prior syllable is prolonged.

Example:

[IR]: interviewer

[Mahfud]: interviewee

IR : //dan tanggapan Anda tentang pertemuan itu?

Mahfud : tanggapan saya (.) jadi begini kalau saya ibaratkan kalau sebelumnya ini:: langit ini:: dimalam hari gelap gulita begitu ya^

- g. “^v” arrows indicate shifts into especially high or low pitch.

Example:

[IR]: interviewer

[Mahfud]: interviewee

IR : //dan tanggapan Anda tentang pertemuan itu?

Mahfud : tanggapan saya (.) jadi begini kalau saya ibaratkan sebelumnya ini:: langit ini:: dimalam hari gelap gulita bagitu ya^ nah setelah pak sby dan pak ical ini bertemu lalu ada kesepakatan (0.1) itu ibaratnya mulai terbit bulan sabit (h)jadi mulai ada tanda tanda terangnya begitu yav

- h. “–” a dash indicates a cut-off.

Example:

[IR]: interviewer

[Ikrar]: interviewee

Ikrar : dan bukan mustahil ini juga menjadi suatu tantangan besar .hhh bagi partai demokrat dalam pemilu legislatif dua ribu empat belas mendatang=

IR : =baik tapi jus- ee- seperti yang Anda katakana ada sejumlah persyaratan begitu ya^

- i. “( )” empty parentheses indicate that the transcriber was unable to get what was said.

Example:

[IR]: interviewer [Ikrar]: interviewee

IR : dari pembicaraan yang akan terjadi^ antara pak sby dengan ustadz hilmi apabila memang .hhh besok ee- akan terealisasi?

Ikrar : ... buat pks kelihatannya nothing to lose (.) .hhh ada di kabinet nggak ada di kabinet itu nothing to lose apalagi ini akan menjadi suatu hal yang sangat menguntungkan secara politik .hhh bagi pks kalau kebet- ee- kalau ( ) benar benar nantinya sby akan mengeluarkan .hhh pks dari kabinet

j. “(( ))” double parentheses contain transcriber description.

Example:

[IR]: interviewer [Mahfud]: interviewee

Mahfud : nah tinggal kalau misalnya nanti pak sby bertemu dengan pks lalu ada kesepakatan apapun kesepakatan itu (.) maka ini bulannya bukan bulan sabit lagi yav tengah bulan gitu kan^

IR : ((laugh))

#### **D. Method of analyzing data**

In analyzing data, the writer used *Agih* method since the reference of this research is part of the language (Sudaryanto, 1993: 15). Then, she also used descriptive qualitative method in order to describe the types of the turn – taking system that occurred in *Today's Dialogue* and kinds of strategy used by the interviewer to manage her turn in the program, such as addressing question, overlapping, interrupting, doing backchannel, and making adjacency pairs.



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